

Decision-making framework

Our decisions

The non-state schooling sector is an important part of Queensland's education system, representing diverse educational philosophies, and religious and other organisational affiliations.

Under the *Education (Accreditation of Non-State Schools) Act 2017* (the Act), the purpose of the Non-State Schools Accreditation Board (the Board) is to uphold the highest standards of education in non-state schools, maintain public confidence in the operation of non-state schools, and foster educational choice.

Through its day-to-day operations and decision-making, the Board (supported by a secretariat and authorised persons) is proud to play its role in ensuring a strong and contemporary non-state schooling sector across Queensland.

Note: This framework aligns with the *Queensland Ombudsman decision-making resources*.

Decision-making process



1. SCOPE

- identify matter, define issue
- determine legislative and policy requirements
- establish authority and delegations
- consider human rights and timeframes



2. GATHER

- obtain all necessary, relevant information and evidence in accordance with legislative and policy requirements
- consider human rights, delegated authority and timeframes



3. CONSIDER

- synthesise and interpret all necessary and relevant information, evidence, legislation and policy requirements
- consider human rights, delegated authority and timeframes
- communicate with relevant parties, as required



4. DECIDE

- make decision with regard to authority, legislation, evidence, risk, compliance history, human rights and guiding principles
- exercise discretion



5. COMMUNICATE

- notify relevant parties of outcomes, reasons and review options
- notify clearly within timeframes



6. RECORD

- maintain contemporaneous, complete and accurate records of matters and decisions
- note timeframes for review options



7. MONITOR

- maintain oversight of decision implications
- monitor applications for review
- manage associated risks



8. REFLECT

- examine potential learnings from decision implementation and outcomes
- incorporate learnings into ongoing continuous improvement processes

Regulatory approach

The safety and wellbeing of students and the delivery of quality educational programs by well-governed non-state schools is the foundation of the Board's approach to regulation and decision making.

Governing bodies and schools have primary responsibility for achieving and maintaining compliance with their obligations under the relevant legislation. It is assumed most want to do the right thing.

This decision-making framework is informed by the regulatory approach and guiding principles. Under the Act, it supports the Board to:

- make transparent, consistent and fair decisions in the interest of students and the public
- implement proportionate, risk-based responses to mitigate risk and harm
- reflect upon decision-making to improve future outcomes.

The Board is accountable for the decisions it makes.

